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## Restructuring Forum: Summary of Insights

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## **RESTRUCTURING FORUM | November 16, 2016 | 3:30pm**

*Forum Leadership:* Robyn Parker, Cynthia Vascak, Gail Mears, Eric Spieth, and Roy Stever.

### **NEXT STEPS**

- Determine how to use insights from this forum in future forums and establish methods of sharing forum summary with faculty and staff community
- Consider alternative organizational models and schedule another forum (Dec. 2) for those who weren't able to attend this one

### **DISCUSSION INSIGHTS**

- *Time and scheduling*—Need to be able to coordinate scheduling efficiently because the more we start crossing things over the tougher it will be to keep everything in order.
  - Importance to disciplinary, flexibility, and agility in scheduling/supporting interdisciplinary
  - Scheduling for a four-day week has potential to pigeonhole people not really allowing for flexibility, inter-professional vs. interdisciplinary work
- *Identify daily functions*—Administrative, day to day tasks. Where do things like P&T processes happen or budget?
- *Roles and responsibilities*—Role of the Program Coordinator, workload, more meeting time, new admin. positions, how to balance hiring fresher, outside candidates and hiring internally.
- *Communication*—Better communication, opportunities for input and clarity when they have input, better mechanisms for collaboration and communication
- *Academic collaboration*—Home cluster and disciplines, time and space, we need to have a model that allows disciplines to do the work they do as well as time/space for disciplines to meet together.
- *Space planning*—There isn't an abundance of physical space on campus to co-locate, not a large enough computer space, the open labs are nice but not functional in terms of actual lab space.

### **FORUM SUMMARY**

A drafted sketch was handed out at meeting to demonstrate the different processes and functions could be structured in a new organizational model. The sketch referenced structural changes and realignment for the university to support integrated clusters with related disciplines within clusters. Eric acted as a liaison between the school and considerations of the outside community to grow engagement with Plymouth State.

**The desired outcome of the forum to hear what faculty and staff expect in a new structure, what they think is possible, what their wants are, and what they desire.**

The sketch demonstrates the current logic behind a new structure, but everyone should understand this is not complete and is open to modifications. Throughout working with the Cluster Guides there has been concern that the university will reform itself into silos, which is what we're trying to get away from. As a main way to not move into new silos a model was created with overlapping clusters demonstrated in the handout where each set of clusters (2, 2, and 3 clusters) has a single leadership team. Within a leadership team there may be someone dedicated to curriculum and instruction who collaborates across clusters with similar functioning team members. Team members working on cluster operations would handle the physical part of supporting academic activity – i.e. how to get stuff done, scheduling, payment/funding, getting things off the ground, etc. Each cluster has its own identity, but they are all integrated pieces of a whole. At the same time, each cluster leadership team does not look alike, they morph to support the specific academic activity required of the disciplines/programs in that cluster.

Each cluster would have a member elected to be on a cluster council and would be the representative voice of that cluster. Their job would be to discuss what is going on in each cluster and maintain communication among clusters. The organization of decision-makers would be established collectively, but likely look something like cluster leadership teams report to the provost, curriculum instructors will support individual programs, operations teams respond to physical operations and design processes to increase and identify efficiencies and collaborate with the other clusters.

## STRUCTURE DISCUSSIONS

- **Why 2/3/2?** – Unsure of how or why there are three team leaders for seven clusters. There would be three teams divided 2/3/2, which hasn't been decided, just proposed. Their job is to service the clusters and help them work together. The 2/3/2 model may be based on size or synergy, but has not been completely figured out yet.
- **How are faculty supposed to give feedback if they are unclear about what the goals were when this new integrated cluster model was being developed?** They were looking at the goals of other successful integrated cluster universities online and how they were able to prevent this "siloh-ization" and decentralize smoothly. They were also looking at how to create a cluster model that is sensitive and aware to what faculty/staff/students need at PSU. An end goal is to make the university much more about teaching and allowing faculty to teach substantially more than doing administrative work.
- **What is the new role of the Program Coordinator?** A faculty member who is the heart and blood of the program. What is currently being explored is how a "program" should be defined as—it might not be just a major, but something more. A Program Coordinator is someone who is focused on the future of the program and student needs, but they won't have many administrative duties, and will most likely be a tenure track position.
- **What kind of administrative tasks would be involved for the Program Coordinator?** Not scheduling and tactical tasks, but more delegation and overseeing.
- **Who will be deciding what a program is and when?** They are NOT using the URSA definition and would like input today about what everyone else thinks.

- PSU has been missing a definitive difference between majors, departments and disciplines, and administrative vs. intellectual work. The university needs to address that before they can move forward.
- **Does this structure meet the needs of disciplines within clusters?** Some faculty feel as though they've been pushed into clusters in ways that don't make sense for interdisciplinary departments. In response, it was noted that we should stop looking at the draft as two-dimensional and start seeing it in a three-dimensional sense; it is not flat and inflexible. To be able to move forward, though, we need to get everything out on the table to channel ideas and see inconsistencies and possibilities.
- **Function vs. Instruction vs. Student?** This meeting was intended to focus on the function aspect which is administrative, structuring, support, and what tools people need to participate in an integrated cluster format.
- **Are we getting to closer to defining what a program is?** Everyone's questions about what a program could lead us in different directions. We need to determine what the faculty wants before this program definition question can be answered. Faculty are encouraged to write down what they think a program is to bring up for a future discussion. The point of this meeting is to address fears and concerns about what cluster model will do to different functions and to answer any questions about how it will all work. It is just something to work from, it is not complete, Academic Affairs and Cluster Guides want feedback from faculty and to answer any questions they can as of now.
- **What information/feedback are the Deans seeking?** Faculty felt like the goals already made some assumptions, and they still don't understand the logic for getting rid of departments and changing the entire structure of the university. The point of the change is because having many, smaller departments creates a lot of overhead costs, and going back to the older structure won't allow for the university to reach its financial goals. Concern was expressed about cluster talk initially being all about foundational vocabulary and not gaining any traction. She doesn't want to be an obstructionist but she is trying to figure out why they haven't been absorbed into the process. Integrated Clusters are more about opening different avenues for students and faculty to work with other departments that they might not have otherwise engaged with.

## **BREAKOUT ON "FUNCTION"**

Identify the needs/wants/demands/desires.

## GROUP 1

- Scheduling (agility, rooms, courses, disciplinary conflicts, staffing)
- Faculty (contracts, mentoring, P&T process)
- Student (complaints, assessments, requests)
- Annual evaluations
- Academic integrity cases
- Curricular (assessment, reform)
- Budget
- Professional development
- Accreditation
- Materials
- Equipment (purchasing, evaluation, implantation, maintenance)
- Classroom furniture
- Snow removal
- Support for typical courses offered outside of typical course times/dates
- Internships (site selection, support for supervisors, workload)

## GROUP 2

- Ask all Chairs to list what they do (send out slide to Chairs)
- Concerns and needs to function effectively as discipline and programs
- Creating a new chain of command so people responsible for program can deeply understand beyond their discipline ("I want to learn and support" vs. "I am in charge and MY knowledge is THE knowledge")
- Support Inter-disciplinarity while sustaining rigor of discipline.
- Program coordinators within cluster (need clarity or expectations, realistic workload and release, consideration of possibly more work due to more meetings)

## GROUP 3

- Scheduling (rooms and errors)
- Budgeting process (allocating funds)
- Program evaluation (quality and value)
- Scheduling General Education curriculum (micro-credentials)
- Market research
- International student support
- Communication process
- Curriculum development (evaluation planning)
- How to deal with student issues
- Faculty and staff (evaluations, mentoring)

## GROUP 4

- Clarity
- Budget
- Equipment
- Staff support (ordering supplies, central supplies)
- CLASSROOM SPACE ( how to do interdisciplinary programs, classroom computer clusters, not having enough physical space)

## GROUP 5

- School partners
- Clinical supervisors
- Schedule that allows students to do internships one day a week
- Individual advising

- Transfer credit approvals
- Degree option approvals
- Demand tracking
- Projections for scheduling
- Communication for new classes
- Independent studies
- Providing students with credit for cluster projects
- Track cluster projects, interests, skills, health & safety
- Being flexible with how/when we engage with external partners
- How can students/faculty work beyond semester
- Paying faculty for finding external partners, cluster projects, development, oversight, etc.
- Hiring more faculty
- Scholarship
- Service
- External support and funding
- Grant writing

- Clarify instruction and curriculum (accreditation?)
- New positions often make more work for current faculty and staff, how do we prevent that?
- How to balance hiring up through the ranks and hiring from external (new perspectives, experience, careful process for hiring or assigning)
- Respecting faculty governance
- Why will current department structures need to be "blown up"?

- Marketing and recruitment
- Partnership relationship (cultivation and MGT)
- Cluster support research and scholarship
- Academic support (Pass- WEC tutors)
- P + T
- University academic policies
- Practicum and internship placements
- Event planning
- Finding staff to teach courses/evaluating TLs
- Graduate student support
- Advising
- Mechanism for collaboration

- Computer system that works (Canvas vs. Moodle, BlackBoard)
- Define program
- Interprofessional vs. Interdisciplinary
- Bigger Profession LAB space (not open lab space)
- Scheduling (black, time conflicts, space, lab/clinical, requirements/assignments, 5 day week, flexibility)

- More faculty to teach
- Staff to do placements
- Someone to monitor CAEP (accreditation board)
- Certification requirements for students
- Transportation for students to the field
- Schedule coordination
- Faculty evaluation

- Small class sizes or methods
- Budget and accounting

#### GROUP 6

- Evaluation (work plans, program assessment, teaching observation, P&T)
- Professional Development (teaching and research)
- Hire Tls
- Advising (programs)
- Day to Day (scheduling, budget, accreditation)

- Will cluster administrator be related to the clusters they manage?
- Would interdisciplinary cluster project/program with curriculum have only one program coordinator? Which cluster for cross-cluster projects?
- How is this model different from current model of three colleges?

#### GROUP 7

- Programs still control program budget (locally controlled budget)
- Face to face meeting time to make clusters happen/work
- How to keep the students at the center

- Who will schedule/check the schedule?
- Where does P&T belong? How can disc. members who receive P&T in their disc. qualify?

#### GROUP 8

- How to pay for “team-teaching” and calculate load
- How to schedule classes with collaborative opportunity

- Time
- Space
- P&T
- Hires

### BREAKOUT INSIGHTS

- **TIME & SCHEDULING** – Need to be able to coordinate scheduling efficiently because the more we start crossing things over the tougher it will be to keep everything in order.
  - Importance to disciplinary, flexibility, and agility in scheduling/supporting interdisciplinary
  - Scheduling for a four-day week has potential to pigeonhole people not really allowing for flexibility, inter-professional vs. interdisciplinary work
- **IDENTIFY DAILY FUNCTIONS** – Administrative, day to day tasks
  - Where does P&T process happen, budget?
- **ROLES** – Role of the Program Coordinator, workload, more meeting time, new admin. positions, how to balance hiring fresher, outside candidates and hiring internally.
- **COMMUNICATION** – Better communication, opportunities for input and clarity when they have input, better mechanisms for collaboration and communication
- **ACADEMIC COLLABORATION** – Home cluster and disciplines, time and space, we need to have a model that allows disciplines to do the work they do as well as time/space for disciplines to meet together.
- **SPACE PLANNING** – There isn’t an abundance of physical space on campus to co-locate, not a large enough computer space, the open labs are nice but not functional in terms of actual lab space.

### NEXT STEPS

- We need to figure out how get all of this information out to everyone, next perhaps to consider alternative models and try to schedule another forum for those who weren’t able to attend this one.
- Hear from faculty on topics related to organizational structure that will present challenges i.e. block scheduling, cluster formation, discipline representation, etc.